Good lessons but lacking in Individual Assessment or Empirical Measurement, graded heavily on participation only.

***Lesson Plan***

**Age:** 9-10th grade literature/social studies

**Objective:**

-Students begin AI history unit, while reading *Black Elk Speaks*

-Students understand that Thanksgiving was *not* the cheery, peaceful union we portray it as.

-Students learn about AIM – what they have done and what they do.

**Launch:** Ask students how they celebrate Thanksgiving.  Take polls about students levels of understanding: what happened?  What was Plymouth Rock?  What tribes were involved?  How do they believe the Natives felt?  See what kind of range your students have.  Depending on the population, they may already be more knowledgeable.  In other areas, they may not.  Let them speculate with one another.

**Procedure:**

* Give a history lesson on the *real* thanksgiving.  Explain why it’s been kept under wraps for so long.  Emphasize that much history is not included in one’s standard social studies textbook.
* Explain in a brief synopsis the organization *AIM* and their role in advocating for the American Indians.
* Students will divide into groups and research the following people: Leonard Peltier, Winona LaDuke, Black Elk, Pocahontas, Dennis Banks.
* Students will gather information about how these people were related to either AIM or European Colonization.
* Within their groups, students will prepare a 5-7 minute presentation to the class on their person’s stories.
* Introduce *Black Elk Speaks.*

**Assessment:**

30% participation

30% group work participation (each person is graded individually and grades the other members in their group)

30% presentation

**Lesson Plan**

**Activity:** Privilege vs Racism

**Grade:** 7th grade

**Objectives:**

* *Read* the article “White Privilege: Unpacking the Invisible Knapsack”.
* *Share* experiences that you have went through that relate to privilege.
* *Compare* and *Contrast* privilege and racism with your large group.
* *Discuss* different experience examples people have went through on the privilege topic.

**Vocabulary:**

* White privilege
* Privilege
* Racism
* Trait

**Procedure:**

1. I will read the article “White Privilege” to my students to help them get a better understanding of the topic and be able to apply the knowledge to their life experiences.
2. Come up with a classroom definition of “Privilege”.
3. Have students split into small groups and share times they have experienced privilege because of a certain trait they possess.
4. Also have the students discuss and share in their small group negative experiences they believe someone of privilege would not have to endure.
5. After they discuss these experiences with their small groups I will ask them to share some of these experiences with the entire class.
6. I will read an article sharing different experience examples that people have went through that relate to the privilege controversy.
7. The students will split into groups and make a compare/contrast report in either a venn diagram, chart, power point, etc. They will compare and contrast privilege and racism (how it makes us feel, where it occurs, what groups it occurs in, etc.)

**Assessment:**

50% classroom discussion

50% working together in a group with the compare/contrast report